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ABSTRACT

This teacher's guide on the 50 state quarters produced by the United States Mint includes six lesson plans that fit easily into the social studies curriculum for grades 2-3. The lesson plans include reproducible student work pages that coincide with each lesson; state facts and information about the 2001 states quarter designs (New York, North Carolina, Rhode Island, Vermont, and Kentucky); U.S. map template with state outlines, names, and capitals; and 50 State Quarters Program 1999-2001 reproducible coin art. Each of the six lessons provides the teacher with educational objectives, curriculum connections, groupings, and class time needed for implementation. (BT)

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The Greatest Educational Change America Has Ever Seen, 2001: Lesson Plans for Grades 2-3

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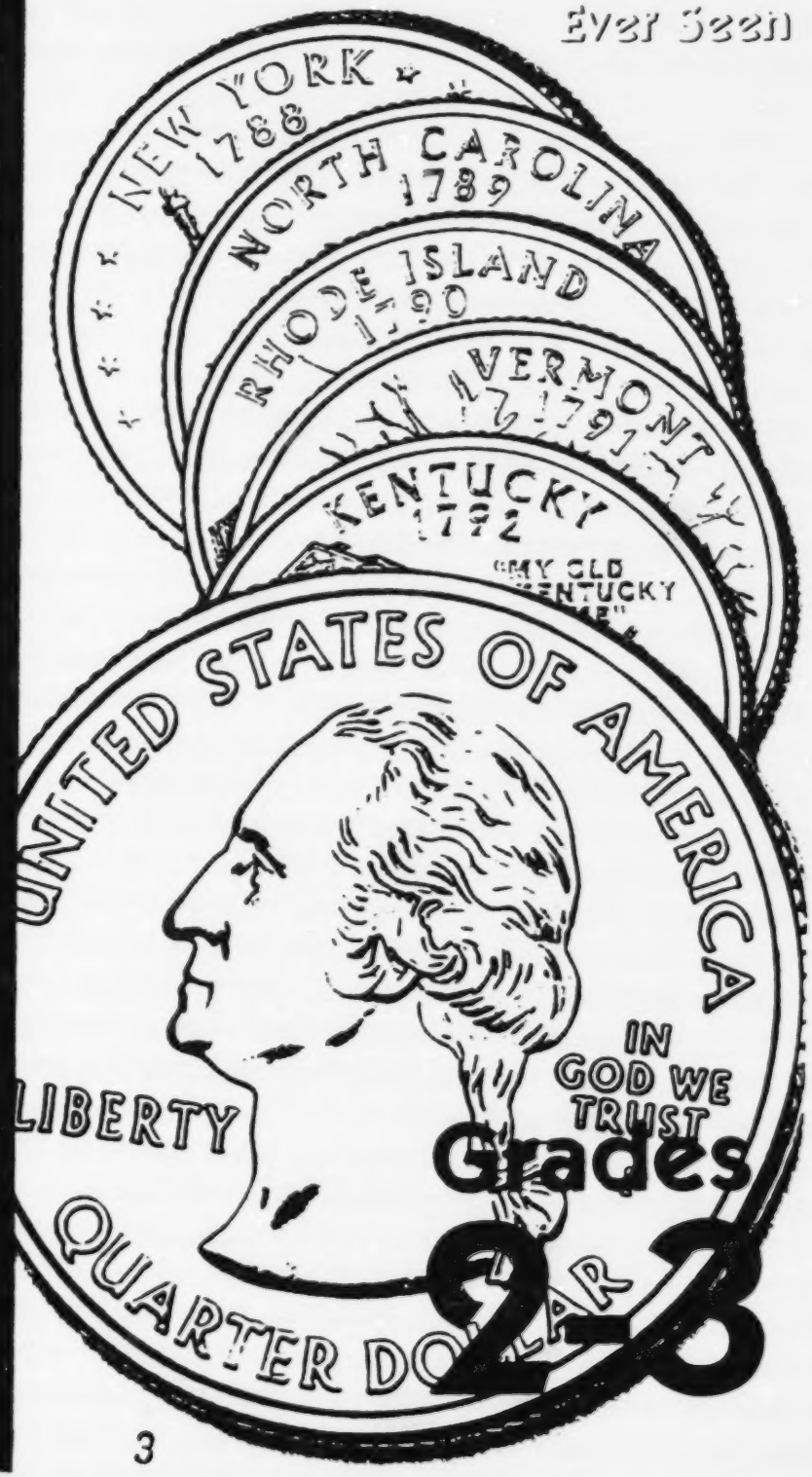
This teaching guide includes:

- 6 teacher-friendly lesson plans that fit easily into your curriculum
- Reproducible student workpages that coincide with each lesson
- Fun state facts and information on the new quarter designs
- USA map template with state outlines, names, and capitals
- 50 State Quarters™ Program 1999-2001 Reproducible Coin Art

The Greatest Educational Change America Has Ever Seen



Grades 2-3

The Greatest Educational Change America Has Ever Seen

Lesson Plans for Grades 2-3

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50 State Quarters™ Program Release Schedule **33**

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1: Trading Faces

OBJECTIVE:

Students will use addition to determine values of coin combinations.

MATERIALS:

- Cents, nickels, dimes, quarters, half-dollars, and Golden Dollars (real coins, play money, or paper coins copied from the reproducible coin sheets (pages 29-32))
- Reproducible coin sheets (pages 29-32) two per student
- Dice, one per group
- "Coin Combos Tally Sheet" work page (page 4)
- "Trading Faces" work page (page 5)
- Coffee cans, 1 per group

PREPARATIONS:

- If you are using paper coins for the game, you will need to copy reproducible coin sheets (pages 29-32), cut out coins, laminate if possible, and put coins into coffee cans. Otherwise you should put real coins in the cans.
- Copy reproducible coin sheets (pages 29-32) for student use.
- Copy "Coin Combos Tally Sheet" work page (page 4) and "Trading Faces" work page (page 5).

GROUPING:

- Small groups (3-4)

CLASS TIME:

- 1 class period

CONNECTIONS:

- Math

TERMS and CONCEPTS:

- Add
- Sum
- Trade

ANSWER KEY

"Trading Faces" (page 5)

1. 1 Golden Dollar, 1 quarter, 3 dimes, and 2 cents = $1.57
2. 2 quarters, 4 dimes, 1 nickel, and 6 cents = $1.01
3. 3 quarters, 2 dimes, 2 half-dollars, and 3 nickels = $2.10
4. 2 Golden Dollars, 6 dimes, 3 nickels, and 10 cents = $2.85

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Determining the Value of Coin Combinations

STEPS:

1. Explain that the class will divide into groups to play a game in which they will add together the value of various coins.
2. Review values of the cent, nickel, dime, quarter, half-dollar, and Golden Dollar. Prompt students to come up with possible trades that can be made (e.g., two nickels for a dime).
3. With two to three student volunteers, demonstrate the game. Allow each volunteer to take a turn.
4. Distribute dice, cans of coins, and the "Coin Combos Tally Sheet" work page (page 4).
5. Allow groups 20 minutes to play the game. At end of 20 minutes, direct students to the "Coin Combos Tally Sheet" work page (page 4). Each student should record his or her coin combination by writing the value of each coin, the total number of coins he or she had, and the total value of the collection. Students should then cut and paste from the reproducible coin sheets (pages 29-32) to show an alternative combination that equals the same amount.
6. Students can complete the "Trading Faces" work page (page 5) in class or at home.

How to Play "Trading Faces":

1. Players sit in a circle with a coffee can full of coins (cents, nickels, dimes, quarters, half-dollars, and Golden Dollars) and a pile of coins (nickels, dimes, and quarters) in the middle. Students will pull coins from the can for each turn; the pile of coins will be used as a "bank," for making trades.
2. The first player rolls the die and collects the indicated number of coins from the can and determines the value of the coins he's collected. If the student has picked a Golden Dollar, he may take another turn. Otherwise, the next player rolls.
3. Remaining players take turns, repeating until time is called.
4. Throughout the game, the teacher should stop the game periodically and remind students that they may have some coins in their piles that they can trade in for other, higher-value coins. They may make trades with the money in the "bank," the pile next to the coffee can. Players who wish to trade in coins should do so only during one of their own turns, so they may explain their trades to the rest of the group.
5. When time is called, players should take turns counting their money aloud.
6. When everyone has had a chance to share their coin combinations, they should complete the "Coin Combos Tally Sheet" (page 4).

ENRICHMENT/EXTENSIONS:

The game can be made more difficult, with students reaching higher money amounts by using two dice instead of one, and/or increasing playing time.

The game could be played until a certain amount of money has been reached, instead of for a designated amount of time.

The teacher may wish to change the meaning of the Golden Dollar. For example, collecting a Golden Dollar could mean that the player must forfeit all of his coins, the player takes the coins of the person next to him, the player takes the coins of any other person in the circle, etc..

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Name _____ Date _____

Coin Combos Tally Sheet

DIRECTIONS:
Record your final coin values and their combined value in the space below. Paste an alternative coin combination that matches your total.

"Trading Faces" Game Tally

Coin Value	X	Number Collected	=	Total Amount
$_____	x	☐	=	_____
_____ ¢	x	☐	=	_____
_____ ¢	x	☐	=	_____
_____ ¢	x	☐	=	_____
_____ ¢	x	☐	=	_____
_____ ¢	x	☐	=	_____

GRAND COMBO TOTAL!

_____

My New Combo!

4

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Name _____ Date _____

Trading Faces

DIRECTIONS:
For each group of coins below, add up the money and write its value. Then invent a new coin combination that could be traded for the coins.

Combo #1	Combo Value	Combo #2
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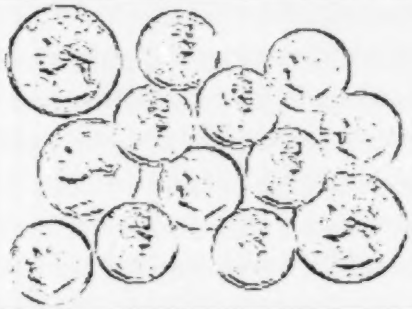		
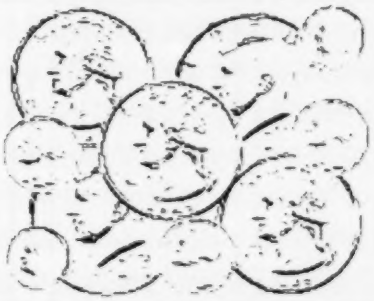		
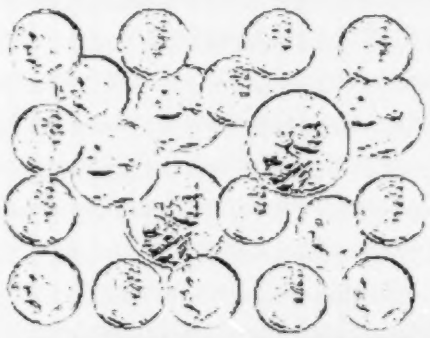 DOLLAR OBVERSE © 1999 U.S. MINT ALL RIGHTS RESERVED		

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2: A Tale of Two Quarters

OBJECTIVE:

Students will begin to understand how money passes through many different hands. Students will explore plot organization by designing a flow chart for a story about money changing hands.

MATERIALS:

- "A Tale of Two Quarters" work page (page 8)
- Overhead transparency of "A Tale of Two Quarters" work page (page 8)
- "Heads or 'Tales'" work page (page 9)
- Large construction paper (11" x 18")
- Hole puncher and string or yarn
- Markers or crayons
- *The Go-Around Dollar*[1], by Barbara Adams (optional)

PREPARATIONS:

- Punch three holes along the sides of each piece of construction paper.
- Make copies of the "A Tale of Two Quarters" work page (page 8).
- Make copies of "Heads or 'Tales'" (page 9) work page.

GROUPING:

- Whole group/individual

CLASS TIME:

- 2-3 class periods

CONNECTIONS:

- Social Studies
- Geography
- Language Arts
- Art

TERMS and CONCEPTS:

- Money
- Circulation
- Flow Chart

1.) Adams, Barbara Johnston. *The Go-Around Dollar.* New York: Four Wind Press, 1992.

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Understanding Plot and Designing a Flow Chart

STEPS:

1. Assemble the students and read *The Go-Around Dollar*, by Barbara Adams (optional). Discuss how money circulates.
2. Show the students two quarters. Tell them where you got the quarters (e.g., as change when you bought coffee this morning). Ask students to think about where the quarters were before you got them. Write on chart paper the beginning of a flow chart for these two quarters (in the first two boxes should be written where students guess they may have come from. The second box should be the coffee shop and the third box should be you).
3. Ask students to imagine where the quarter might end up next, and then after that, and so on. Add this information to the chart.
4. Stop and review (or introduce, if never before used) flow charts with your class. Ask students how they think creating a flow chart before writing a story might help the author.
5. Explain to students that they will be writing, as a class, a fiction story about two Vermont quarters that travel from their home state of Vermont to Kentucky. The first thing they will do together is to fill in a flow chart to organize the story line.
6. Discuss some general story lines before beginning to write with your students. Remind students that the story they make up must fit into that flow chart on the "A Tale of Two Quarters" work page (page 8). *NOTE: If the teacher or students want their story to follow a different path, a new flow chart could be created as the story develops.*
7. Begin to discuss the journey you wish the quarters to make on their way from Vermont to Kentucky. Fill in or create the flow chart as you decide on the major points of the story. Encourage students to think creatively and add details that will enhance the story.
8. When the flow chart is finished, begin writing the story together, following the flow chart outline. The teacher will be the scribe, writing the text on chart paper as students offer the story orally. Call on different students to add to the story, eliciting a variety of responses while deciding the next part of the story line. Refer to the flow chart outline as needed. Write until everyone is satisfied with the story and ending.
9. Once the story is finished, make decisions about how the story will be put together. Decide which text will go on which pages. Decide on placement of the text (top, bottom, or middle of the page). Assign illustrators to each page and discuss possible illustrations.
10. Send students to their seats to work on the illustrations for the book. Before students start on pictures, they should write the text for their page. When all students are finished working, assemble the book using the string or yarn.
11. Read the story together.
12. Hand out and review the "Heads or 'Tales'" work page (page 9). You may wish to allow students to work in partners to complete the work page. (The work page could also be completed as homework.)

ENRICHMENT/EXTENSIONS:

Give each student a turn taking the book home to read to their family.
Begin a class quarter collection and write a brief history of each quarter (where the child/family acquired the coin).

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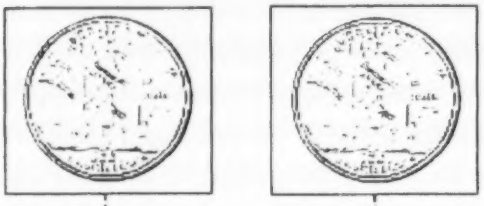
Name _____ Date _____

A Tale of Two Quarters

DIRECTIONS:
Using words and pictures, develop a story of how two Vermont quarters made their way to Kentucky.



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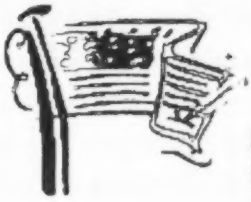
Name _____ Date _____



Heads or "Tales"?

DIRECTIONS:
Find the answers to the following questions about quarters. *Hint: The United States Mint web site (www.USMINT.gov) is a great place to research this information!*

1. Whose picture is on the front of every quarter?

_____

2. What does *E Pluribus Unum* mean?

_____

3. What is the significance of the date on each quarter?

_____

4. Which quarter comes from Abe Lincoln's birth place?

_____

5. Which three quarters feature all or part of an oak tree?

_____

6. Why does New Hampshire's quarter have nine stars along the rim?

_____

7. What is the significance of the two dates on the new Virginia quarter?

_____

8. Why was Delaware the first state to be represented on the back of a quarter?

_____

9. How many of the new quarters have pictures of people on them? Name the states.

_____

10. How many of the new quarters have fruit on them? Name the states.

_____

11. Why does Vermont's quarter feature a Maple tree on its quarter?

_____

12. Why does Kentucky's quarter feature a horse?

_____

13. On what quarter will you find the Statue of Liberty?

_____

14. Which two quarters have boats on them?

_____

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3: Unite These States

OBJECTIVE:

Students will learn the location of the first 13 colonies and familiarize themselves with the location of all 50 states.

MATERIALS:

- "Colonial Shapes" work page
- Overhead transparency of the map of the "Colonial Shapes" work page (page 12)
- Overhead transparency of the labeled United States of America Map Template (page 28)
- Copies of enlarged blank United States map template (page 13), several per student and one for teacher demonstration
- One bag or envelope per student
- Colored pencils or markers
- Scissors
- Book about the 13 colonies (optional)

PREPARATIONS:

- Plan student groups.
- Prepare overhead transparencies.
- Write in state names on the transparency of the Eastern United States.
- Copy the "Colonial Shapes" work page (page 12).
- Copy the labeled United States of America Map Template (page 28).
- Copy the blank United States map template (page 13).
- Prepare a sample puzzle by filling in the United States map and outlining state borders.

GROUPING:

- Whole group/small groups (2-3)

CLASS TIME:

- 2 class periods (optional: independent work time following lesson)

CONNECTIONS:

- Social Studies
- Geography

TERMS and CONCEPTS:

- Landmark
- Spatial

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Learning the Location of America's States

STEPS:

1. Engage students in a brief review discussion about the 13 colonies and some of the important historical events and people associated with the times. You may wish to read the students a book about the 13 colonies.
2. Explain that students will be starting the process of learning the geographic location of the original 13 colonies and, ultimately, of all 50 states. Hand out copies of the "Colonial Shapes" work page (page 12). Ask students to fill in the names of the states they know. Then place the completed transparency map on the overhead so that students can check their work and accurately complete their maps. Discuss ways of remembering the locations of states.
3. Next, go over the directions and questions accompanying the map.
4. Give each student a copy of the enlarged blank United States map template (page 13). Ask them to fill in the state names as best they can. Most students will not be able to fill in many names (unless you have studied U.S. geography before!), so you may want to remind students that you are aware of this and that this is an exercise for them to later measure how much they have learned.
5. When students have done as much as they can, show them the completed version and allow them to complete their maps. Ask students to use a thin marker or colored pencil to go over the outline of each state (teacher's discretion on how students should handle the smaller Atlantic seaboard area). Make sure that all maps are accurate before beginning the next step.
6. Tell students that they will now make puzzles out of their maps. Model for them the process of cutting the map along state lines. Students can cut their map into as many pieces as they like. Remind them that the more pieces they cut, the more difficult their puzzles will be.
7. When students have completed their puzzles, ask them to take a moment to recreate the map with the puzzle pieces. Then hand out bags or envelopes for puzzle storage.
8. During independent work times, encourage students to work on their own and with other classmates' puzzles to familiarize themselves with U.S. geography.
9. Periodically ask students to complete a map of the states from memory. You may want to ask students to chart their progress so that they will be able to see how much they have learned since this project began.

ENRICHMENT/EXTENSIONS:

Begin a class collection for the U.S. Mint 50 State Quarters™ Program and collect one coin for each state.

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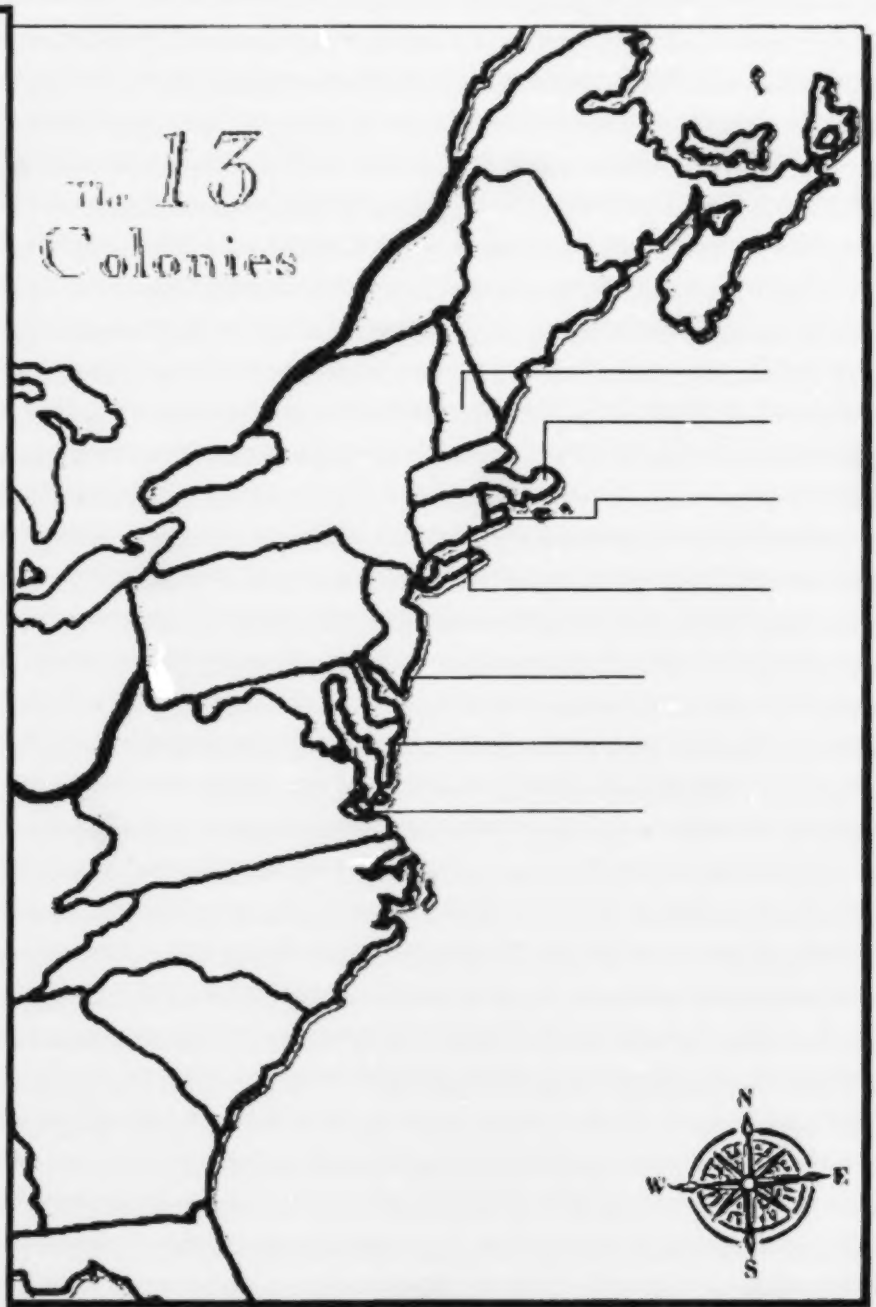
Name _____ Date _____

Colonial Shapes

1. Label the states that made up the first 13 colonies.
2. Color the first state to be ratified **green**.
3. Color **yellow** the state that was home to Jamestown, the first settlement.
4. Outline with **black** marker the states that at one time were home to the U.S. capital (before it became Washington, D.C.).
5. Draw a **cup of tea** in the state where a famous tea party took place.
6. Color **purple** the states that ratified the Constitution in 1788.
7. Draw a **quarter** in the state from which George Washington comes.
8. Color in **red** the southernmost colony, named after King George II.
9. Write the name of the ocean the colonists sailed to reach the colonies and color it **blue**.



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Name _____

4: Colonial Discovery

OBJECTIVE:

Students will create a mural to tell the story of the 13 colonies and to display current state symbols of each of the 13 states.

MATERIALS:

- Large roll paper, divided into 13 sections (or 13 pieces of poster board that can later be connected)
- Construction paper
- Scissors
- Glue
- Markers
- Chart paper
- "Colonial Discovery" work pages (pages 16 and 17)
- State Information Pages (pages 26 and 27)
- A book that tells the story of the 13 colonies (to read aloud)
- Reference books with information about the 13 colonies (for student research)
- Almanac or other source of state symbol information

PREPARATIONS:

- Find a book(s) that relays a general history of the original 13 colonies.
- Review state information and history about each of the 13 colonies.
- Plan a library visit during which time students will research their assigned colony.
- Make copies of "Colonial Discovery" work pages (pages 16 and 17).
- Mark 13 sections on the large roll paper (or gather 13 pieces of poster board).

GROUPING:

- Whole group/pairs

CLASS TIME:

- 3 class periods

CONNECTIONS:

- History
- Language Arts
- Social Studies
- Art

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Creating a Mural About the 13 Colonies

TERMS and CONCEPTS:

- 13 colonies
- Symbol
- Mural
- Research

STEPS:

1. Tell students that before there were books and libraries, people used murals to tell stories and record historical events for everyone in a community to see. Explain to students that they will be creating their own mural to tell the story of the original 13 colonies.

2. Read aloud a story of the history of the original 13 colonies. Review the history and discuss important events during this time.

3. Brainstorm a list of symbols and information that might be important to include in a pictorial story about each colony/state. Record this list on chart paper. Explain that students will be working in small groups to create a pictorial history of one of the colonies. Their work will be put together to create a mural of the original 13 colonies.

4. After students are organized into their groups, allow them an opportunity to visit the school library to research and collect information about their colony/state. Instruct students to record information on the "Colonial Discovery" work pages (pages 16 and 17).

5. Once research is complete, discuss with students how they could represent different types of information. Ask students to decide which symbol(s) and other historical information they would like to include in the section about their colony/state and help groups organize their information.

6. Have students begin working on their portion of the mural. The sections should be in order according to when each state was admitted to the Union.

7. When each group is finished with their section of the mural, invite them to share their portion with the other groups. Encourage them to explain the symbols and other information about their colony/state. Add any finishing touches to ensure continuity between each section.

ENRICHMENT/EXTENSIONS:

Have students compare and contrast two or three different colonies/states.

Have students make murals to tell the story of their own lives.

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Name _____ Date _____

Colonial Discovery—Part 1

DIRECTIONS:
Research the following information about your state and its history as one of the first 13 colonies.

1. This state, _____, was the _____ state to ratify the Constitution and be admitted to the Union on _____.

2. How do the symbols or design on this quarter relate to your state?

Paste
the quarter
here

_____

_____

_____

_____

_____

3. Questions about how the colonists arrived at their new state:

What date did they settle in America? _____

How did they travel there? _____

What country did they come from? _____

Why did they move to the colonies? _____

How did they choose this state's name? _____

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Name _____ Date _____

Colonial Discovery—Part 2

DIRECTIONS:
Research the following information about your state and its history as one of the first 13 colonies.

4. Questions about the physical features of the colony:

What were the main physical features? _____

_____

What type of weather did they experience? _____

_____

What are some important historical places or landmarks? _____

_____

5. Questions about daily life in the colony:

Who was their leader?

_____

What clothes did they wear?

_____

What foods did they grow and eat?

_____

What were some of their laws?

_____

What were their basic beliefs?

_____

How many people lived there?

_____

What jobs did men or boys have?

_____

What jobs did women or girls have?

_____

How did they travel around?

_____

What holidays did they celebrate?

_____

Who were some famous residents?

_____

What games did kids play?

_____

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5: Riddle Me Cents!

OBJECTIVE:

Students will use logic, as well as their knowledge of coin values and history, to solve riddles.

MATERIALS:

- Cents, nickels, dimes, quarters, half-dollars, and Golden Dollars (real coins, play money, or paper coins copied from the reproducible coin sheets (pages 29-32))
- "Riddle Me Cents!" work page (page 20)
- "Use Your Quarters Sense" work page (page 21)
- Chart paper

PREPARATIONS:

- If you are using paper coins, you will need to copy the reproducible coin sheets (pages 29-32), cut out coins, and laminate if possible.
- Copy the "Riddle Me Cents!" (page 20) and "Use Your Quarters Sense" (page 21) work pages.
- Copy the following riddles onto chart paper:

I am 3 coins.
I have only 1 president.
I am worth less than 30 and more than 3 cents.
What am I? [ANSWER: 3 NICKELS]

I am a quarter from one of the first 5 states in the Union.
There is a horse galloping across me!
Who am I? [ANSWER: DELAWARE]

GROUPING:

- Whole group
- Pairs

CLASS TIME:

- 1 class period

CONNECTIONS:

- Math
- Language Arts

ANSWER KEY

"Riddle Me Cents!" (page 20)

1. 1 quarter, 2 dimes, 1 nickel
2. Answer varies: combination of dimes, nickels, and cents.
3. 1 Golden Dollar, 1 quarter, 1 dime, 1 nickel, and 3 cents.
4. 1 nickel and 2 cents

"Use Your Quarters Sense!" (page 21)

1. Vermont
2. Kentucky
3. New Jersey
4. Virginia

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Using Logic to Solve Riddles

TERMS and CONCEPTS:

- Logic
- Strategy

STEPS:

1. Gather students in a group and explain that they will solve riddles. Each riddle provides hints about a specific group of coins or about a state quarter.
2. Introduce students to the riddle concept with the following oral practice riddles:

   I am 2 coins and I equal 10 cents. **What am I?** [ANSWER: 2 NICKELS]
   I am 1 coin and I equal more than 75 cents. **What am I?** [ANSWER: GOLDEN DOLLAR]
   I am the first state. **Who am I?** [ANSWER: DELAWARE]
3. Display the two riddles on chart paper and invite volunteers to read them aloud.
4. Prompt students to come up with ideas for solving the riddles by asking: "What could you use to help you figure out the answer?" "Will you need paper and pencil?" "Would coins be helpful?" As these items are discussed, place them in front of the group where students will have access to them during independent work time.
5. Allow students to work with a partner and utilize whatever materials they wish to solve the two riddles. *NOTE: Depending on skill level, students could work independently.*
6. As students work, visit each pair and invite them to share their strategies. The teacher's role is not to show students how to solve the riddle, but rather to facilitate their thinking about how to solve the problem.
7. When at least two students have finished, invite the students who have solved the riddles to share their strategies and show the group how they figured out the answer. Help clarify these strategies for the whole group, and invite others to share their methods, even if they have not completed their work.
8. Distribute the "Riddle Me Cents" (page 20) and "Use Your Quarters Sense" (page 21) work pages and allow students time to work. Circulate and, when helpful, remind students of various strategies they could use to solve the problems.
9. Bring the group back together and invite volunteers to share their strategies.

ENRICHMENT/EXTENSIONS:

Students can write their own riddles, exchange them with classmates, and challenge one another to solve them.

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Name _____ Date _____

Riddle Me Cents!

DIRECTIONS:
Use your sense about cents and other coins to solve the riddles below. Write or draw your solution below each riddle. *Possible coins include cents, nickels, dimes, quarters, half-dollars, and Golden Dollars.*

1.
- I am 4 coins.
- I have 3 different presidents.
- I am worth 50 cents.

What combination am I?

2.
- I am worth $2.00.
- I have 1 more coin than the number of cents there are in a quarter.
- I have 3 different presidents.

What combination am I?

3.
- I am seven coins.
- I am worth $1.43.
- I have at least one of each coin.

What combination am I?

4.
- I am 3 coins.
- I am worth less than 10 cents.
- I have 2 presidents.

What combination am I?

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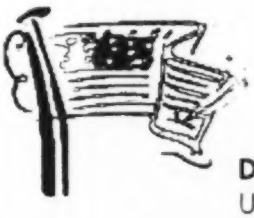
Name _____ Date _____



Use Your Quarters Sense

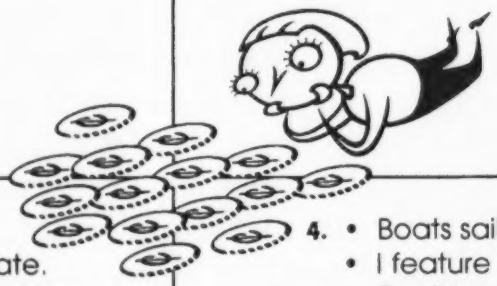
DIRECTIONS:
Use your knowledge of the 1999, 2000, and 2001 quarters (please refer to the United States Mint website at www.USMINT.gov to learn about all the quarters) to solve the following riddles. Write or draw your solution below each riddle.

1.
- I feature a food source.
- Skiers like to visit my state.
- My state was the first to ratify the Constitution after the 13 colonies.

Who am I?

2.
- I feature an animal.
- Tourists visit my state to attend a special racing event.
- My state was the first western frontier state to join the Union.

Who am I?



3.
- I feature a boat.
- My state is the Garden State.
- I am the only quarter to feature the same famous American on both sides!

Who am I?

4.
- Boats sail across me.
- I feature the first permanent English settlement.
- My state is adjacent to our nation's capital.

Who Am I?

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6: George's Place

OBJECTIVE:

Students will solve story problems involving money. They will use higher level critical thinking skills to develop their own strategies for solving the problems.

MATERIALS:

- Assorted coins (real coins, play money, or paper coins copied from the reproducible coin sheets (pages 29-32))
- Bags or other containers to hold the money
- Math manipulatives (optional)
- "George's Place Menu" (page 24)
- "Let's Eat at George's!" work page (page 25)
- Paper and pencil

PREPARATIONS:

- Make copies of the "George's Place Menu" (page 24).
- Make copies of the "Let's Eat at George's!" work page (page 25).
- Place similar quantities of money in eight or more bags (or however many groups you'll want to have). Bags should have enough money for the students in each group to order meals from "George's Place."
- Organize students into groups.

GROUPING:

- Small groups (2-3)

CLASS TIME:

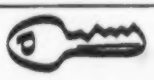
- 1 class period

CONNECTIONS:

- Math
- Language Arts
- American Cultural Studies

TERMS and CONCEPTS:

- Change
- Addition
- Subtraction
- Decimals



ANSWER KEY

"Let's Eat at George's!" (page 25)

1. $11.49

2. Part 1: $23.00
   Part 2: $18.00
   Part 3: $ 4.60

3. Part 1: 4
   Part 2: $58.96

4. Yes: 2 slices

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Using Critical Thinking Skills to Solve Problems

STEPS:

1. Hand out a copy of "George's Place Menu" (page 24) and "Let's Eat at George's!" (page 25) to each student. Explain to students that they should pretend that they are eating at an American Diner called "George's Place." (See if students can figure out the meaning behind the restaurant's name.) Read the menu together and discuss the meaning behind some of the foods' names.

2. Organize students into groups and give each group one bag of money. Each small group should work together to count their money, determining how much can be spent on dinner. The groups will be "dining" together with only that amount of money, so they will need to work together to ensure that everyone is able to order a meal.

3. Once students have counted their money and confirmed the amount with the teacher, they may begin ordering their meals. Instruct students to write down what they will be eating and the cost on the top portion of their "Let's Eat at George's!" work page (page 25).

4. Once everyone has decided on what they would like to eat and calculated the cost, the groups will need to add the amounts together to see if they have enough money. If they do, they can proceed. If they do not, they will need to make adjustments to their orders.

5. Once students have completed the first activity, have them complete the rest of the work page, solving the story problems using "George's Place Menu."

6. When everyone has finished, ask groups to share what they ordered, the cost, and how much they had left over (if any). Go over some strategies used in solving these money problems. To assess learning, look for both correct answers and strategies that show solid mathematical thinking.

ENRICHMENT/EXTENSIONS:

Have students create a menu for their own restaurant. Students can trade menus and order from one another's restaurants.

Have students write their own money story problems to challenge other members of the class.

Do a follow-up lesson using Pigs will be Pigs[1], *by Amy Axelrod.*

1.) Axelrod, Amy. *Pigs will be Pigs.* New York: Four Wind Press, 1994.

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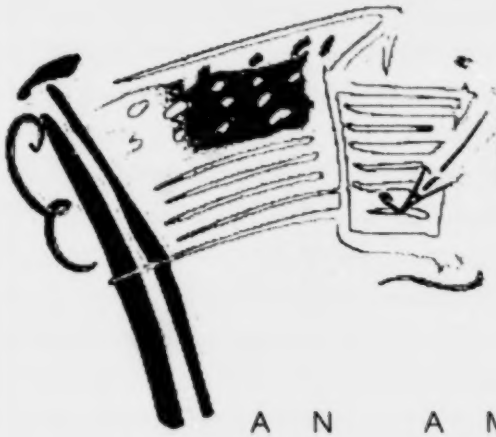

George's Place

AN AMERICAN DINER

Breakfast

Pancakes with ***Vermont*** maple syrup $5.75

New York Apple Muffin served with apple butter or jelly $1.25

Appetizers & Salads

New Jersey Garden Salad with ***Texas*** ranch dressing $2.25

Connecticut Oysters served on the half-shell $6.80

Wisconsin Cheese & Crackers $3.45

Entrées

Catch of the Day. Your choice of ***Kentucky*** spotted bass or ***New Hampshire*** brook trout $12.60

Rhode Island Red Hen roasted with herbs $11.85

Delaware Blue Hen Chicken Pot Pie $9.40

Maryland Blue Crabs steamed with Old Bay seasoning $10.50

Maine Lobster with drawn butter $14.20

Sandwiches & Pizza

Virginia Baked Ham Sandwich $5.99

Peanut Butter and ***North Carolina*** Honey Sandwich $2.95

Philadelphia Cheesesteak, a ***Pennsylvania*** favorite $5.50

South Carolina Barbecue Sandwich $4.65

New York-Style Pizza 8 slices $10.99

Sides

North Carolina Sweet Potato $0.90

Massachusetts Corn Muffin $1.25

New York Applesauce $0.60

Idaho Potato Salad $2.50

Iowa Corn-on-the-Cob $0.70

Desserts

Georgia Peach Cobbler $3.00

North Carolina Box Turtle Brownie $2.30

Massachusetts Boston Cream Pie $3.35

Beverages

State Soda. Your choice of ***California*** Grape or ***Georgia*** Peach flavor $1.00

Wisconsin Milk $1.00

Florida Orange Juice $1.75

Massachusetts Boston Tea Party—hot tea with lemon for four people $4.00

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Name _____ Date _____

Let's Eat at George's!

DIRECTIONS:
Record what you will be ordering from "George's Place" and how much each item will cost. Then add the total cost for your meal. When everyone in your group has finished ordering, add all totals to make sure you have enough money. If you do, *"Buon Appetito!"* If not, you will need to rethink what you are ordering and try again.

Receipt

MY ORDER:

1. _____
   Cost . . . . . .$_____
2. _____
   Cost . . . . . .$_____
3. _____
   Cost . . . . . .$_____
4. _____
   Cost . . . . . .$_____

MY TOTAL: . . . . . .$_____

_____

TOTAL COST OF MY GROUP'S MEAL:

Cost . . . . . .$_____

Did you have enough?

❑ **YES, how much?** _____

❑ **NO, we'll have to do dishes!**

Now solve these money story problems using the menu from "George's Place." (Show your work on scratch paper.)

1. How much money will you need to order Virginia baked ham sandwich, Idaho potato salad, and Georgia peach cobbler for dessert?

   _____

2. **PART 1:** You and three friends go to "George's Place" for breakfast. You each order pancakes with Vermont maple syrup. How much money will that cost?

   _____

   PART 2: You brought $10.25 each. How much change will you get back?

   _____

   PART 3—CHALLENGE: You want to leave a 20% tip. How much will that be?

   _____

3. **PART 1:** Your soccer team stopped at "George's Place" for some pizza after the big game. A New York-style pizza has 8 slices. There are 15 of you and you each want 2 pieces. How many pizzas will you need to order?

   _____

   PART 2: Each pizza costs $10.99 and everyone orders a soda for $1.00. How much will your meal cost?

   _____

4. Will there be any slices of pizza left over?
   ❑ **NO**
   ❑ **YES, how many?** _____

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State Information 2001 Quarters

New York

The New York quarter, the first quarter of the 2001 series, features the Statue of Liberty superimposed over an outline of the state along with the inscription "Gateway to Freedom." Also incorporated into the state outline is a line tracing the Hudson River and the route of the Erie Canal.

The New York design celebrates the "Empire State" as a point of entry for millions of immigrants seeking the political freedom and democracy that American citizenship provides. President Grover Cleveland accepted the Statue of Liberty, a gift from the people of France, on behalf of the United States on October 28, 1886. Lady Liberty was designated a National Monument on October 15, 1924, and underwent extensive restoration for her remarkable centennial on July 4, 1986. Governor George E. Pataki asked the U.S. Mint to add the line tracing the Hudson River and the route of the Erie Canal because of the vital developmental role of the waterways.

State Capital: . . . . Albany
State Bird: . . . . . Eastern Bluebird
State Tree: . . . . . Sugar Maple
State Flower: . . . . . Rose
State Motto: . . . . . Excelsior (Ever upward)

Entered Union (rank): . . . July 26, 1788 (11)
Nickname: . . . . . Empire State
Origin of Name: . . . . . In honor of the Duke of York
State Song: . . . . . "I Love New York"

North Carolina

The North Carolina quarter, the 12th in the series and the second quarter to be released in the 2001 series, highlights the famous 1903 photograph of the "First Flight."

The North Carolina quarter commemorates the historic feat that took place on December 17, 1903, at Kitty Hawk, North Carolina with the first successful flight of a heavier-than-air, self-propelled flying machine. The craft, called the Flyer, traveled a distance of approximately 37 meters (120 feet) on its first flight and soared even further as one of the most significant human achievements in history.

State Capital: . . . . . Raleigh
State Bird: . . . . . Cardinal
State Tree: . . . . . Pine
State Flower: . . . . . Dogwood
State Motto: . . . . . Esse quam videri (To be rather than to seem)

Entered Union (rank): . . . . . November 21, 1789 (12)
Nickname: . . . . . The Tar Heel State or The Old North State
Origin of Name: . . . . . In honor of King Charles I of England
State Song: . . . . . "The Old North State"

Rhode Island

The Rhode Island quarter, the third quarter of the 2001 series, honors the "Ocean State." Featuring a vintage sailboat gliding through Rhode Island's famous Narragansett Bay, and an image of the Pell Bridge in the background, with the design showcasing Rhode Island's most popular sport—sailing.

With more than 400 miles of coastline, Rhode Island, the smallest state in the Union, has more than 100 fresh water and salt water beaches. Known as the "sailing capital" of the world, Rhode Island was home to the America's Cup for more than 50 years. Narragansett Bay is crucial to the architecture of Rhode Island. An inlet of the Atlantic Ocean, extending into eastern Rhode Island, the Bay receives four major rivers, and has several islands.

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State Information 2001 Quarters

State Capital: . . . . Providence
State Bird: . . . . . Rhode Island Red Hen
State Tree: . . . . . Red Maple
State Flower: . . . . . Violet
State Motto: . . . . . Hope

Entered Union (rank): . . . . . May 29, 1790 (13)
Nickname: . . . . . The Ocean State
Origin of Nickname: . . . . . From the Greek Island of Rhodes
State Song: . . . . . "Rhode Island It's for Me"

Vermont

The Vermont quarter, the fourth quarter in the 2001 series, features Camel's Hump Mountain with an image of maple trees with sap buckets in the forefront.

The design honors the "Green Mountain State," the first state admitted to the Union after the original 13 colonies. Vermont is most famous for its skiing and the production of maple sugar and syrup. Until the 1800s when cane sugar was introduced, Americans relied on Vermont's maple sugar for much of its sugar supply. Featured on the quarter is Camel's Hump Mountain in the northern half of Vermont's Green Mountains. Camel's Hump is easily recognized by its unique double-humped profile and is one of the highest peaks in Vermont.

State Capital: . . . . Montpelier
State Bird: . . . . . Hermit Thrush
State Tree: . . . . . Sugar Maple
State Flower: . . . . . Red Clover
State Motto: . . . . . Freedom and Unity

Entered Union (rank): . . . . . March 4, 1791 (14)
Nickname: . . . . . Green Mountain State
Origin of Name: . . . . . From the French "Les verts mont," meaning "green mountain"
State Song: . . . . . "Hail, Vermont!"

Kentucky

The Kentucky quarter, the fifth and last quarter in the 2001 series, shows the stately mansion, Federal Hill, with an inscription that reads, "My Old Kentucky Home." A thoroughbred racehorse is positioned behind a fence in the foreground of the quarter.

Kentucky was the first state on the western frontier to join the Union and is one of four states to call itself a "commonwealth." Kentucky is home of the longest running annual horse race in the country, the Kentucky Derby. The famous Kentucky Bluegrass country is also grazing ground for some of the world's finest racehorses. Featured on the new quarter is another prominent symbol of Kentucky, Federal Hill, which has become known as "My Old Kentucky Home." The design shows a side view of the famous Bardstown home where Stephen Foster wrote the state song, "My Old Kentucky Home."

State Capital: . . . . Frankfort
State Bird: . . . . . Kentucky Cardinal
State Tree: . . . . . Tulip Poplar
State Flower: . . . . . Goldenrod
State Motto: . . . . . United we stand, divided we fall

Entered Union (rank): . . . . June 1, 1792 (15)
Nickname: . . . . . Bluegrass State
Origin of Name: . . . . . Generally thought to be a Native American word meaning "great prairie"
State Song: . . . . . "My Old Kentucky Home"

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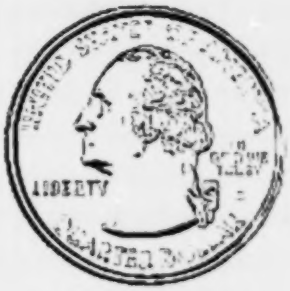
1999	2000	2001
		

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1999	2000	2001

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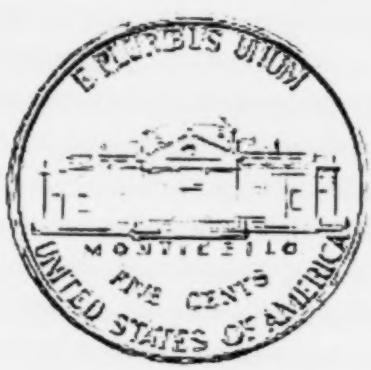

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The United States Mint 50 State Quarters™ Program

Release Year	Statehood Date
1999	
Delaware	December 7, 1787
Pennsylvania	December 12, 1787
New Jersey	December 18, 1787
Georgia	January 2, 1788
Connecticut	January 9, 1788
2000	
Massachusetts	February 6, 1788
Maryland	April 28, 1788
South Carolina	May 23, 1788
New Hampshire	June 21, 1788
Virginia	June 25, 1788
2001	
New York	July 26, 1788
North Carolina	November 21, 1789
Rhode Island	May 29, 1790
Vermont	March 4, 1791
Kentucky	June 1, 1792
2002	
Tennessee	June 1, 1796
Ohio	March 1, 1803
Louisiana	April 30, 1812
Indiana	December 11, 1816
Mississippi	December 10, 1817
2003	
Illinois	December 3, 1818
Alabama	December 14, 1819
Maine	March 15, 1820
Missouri	August 10, 1821
Arkansas	June 15, 1836

Release Year	Statehood Date
2004	
Michigan	January 26, 1837
Florida	March 3, 1845
Texas	December 29, 1845
Iowa	December 28, 1846
Wisconsin	May 29, 1848
2005	
California	September 9, 1850
Minnesota	May 11, 1858
Oregon	February 14, 1859
Kansas	January 29, 1861
West Virginia	June 20, 1863
2006	
Nevada	October 31, 1864
Nebraska	March 1, 1867
Colorado	August 1, 1876
North Dakota	November 2, 1889
South Dakota	November 2, 1889
2007	
Montana	November 8, 1889
Washington	November 11, 1889
Idaho	July 3, 1890
Wyoming	July 10, 1890
Utah	January 4, 1896
2008	
Oklahoma	November 16, 1907
New Mexico	January 6, 1912
Arizona	February 14, 1912
Alaska	January 3, 1959
Hawaii	August 21, 1959

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